

Maculaitis Assessment of Competencies

**The
MAC II**

Test of English Language Proficiency

**MISSOURI'S ASSESSMENT OF
ENGLISH LANGUAGE LEARNING**

Training Exercises

**Practice in Rating
Open-ended Items from
MAC II Speaking Tests**

**RED AND
BLUE LEVELS**

⇒ **grades K-3**

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How to use these practice exercises

These practice exercises are meant to give teachers advance practice in rating the open-ended items on the Speaking tests of the Red and Blue Level MAC II Test of English Language Proficiency.

Before completing a particular exercise, read through the directions for that task in the administration manual for the test form you will be using.

Test Level	Grades	Relevant Exercises
Red	K-1	1, 2, 3
Blue	2-3	1, 2, 3

After completing a particular exercise, compare your scores to those in the back of the booklet, on page 8. Discuss any scoring questions with fellow teachers or with your Test Coordinator.

Exercise 1

1. Rating responses to NAMING THINGS task

Task: Naming Things **Test:** Speaking
Levels: Red (K-1), Blue (2-3)

Directions excerpted from the Administration Manual:

SAY **In this part, I want you to tell me what some things are called.
 We will do a practice question first.**

Point to the sample item: the picture of the dog.

SAY **What is this?** (Pause.)
Yes, it is a dog (or puppy).

Note: If student responds with a general term like animal, rephrase the question (e.g. “What *kind* of animal?”) to probe for knowledge of the specific word. If student responds in a language other than English, say “What is it called in English?” [If the student then produces another answer, rate the second answer.]

Continue with the rest of the pictures, pointing and saying each time: **What is this?**

As the student responds to each picture, rate the student’s response by marking the Y or N bubble. Except for the sample item, do not indicate in any way whether the student’s answer is right or wrong.

Count as a correct response the exact word or a reasonable synonym for the word. For example, *robin* would be acceptable for *bird*, but *car* would not be acceptable for *truck*. Count as incorrect a response in the student’s native language even if that word is similar to the English word, for example *guitarra* for *guitar*.

Here are various ways students responded to the picture of the jacket. (Remember that each student was tested separately.) How would you rate their responses? If the student’s response should prompt you to ask a further question, what is it?

score or additional question

David responded:	<i>jacket</i>	<input type="radio"/> Y	<input type="radio"/> N	_____
Omar responded:	<i>chamarra</i>	<input type="radio"/> Y	<input type="radio"/> N	_____
Deidre responded:	<i>I don’t know.</i>	<input type="radio"/> Y	<input type="radio"/> N	_____
Tran responded:	<i>clothes</i>	<input type="radio"/> Y	<input type="radio"/> N	_____
Yulia responded:	[shrugged]	<input type="radio"/> Y	<input type="radio"/> N	_____
Mahmud responded:	<i>coat</i>	<input type="radio"/> Y	<input type="radio"/> N	_____

Exercise 2

2. Rating responses to ANSWERING QUESTIONS task

Task: Answering Questions

Test: Speaking

Levels: Red (K-1), Blue (2-3)

Task Description: Student responds orally to teacher's question.

Rating: Teacher marks 0, 1, or 2-point bubble in booklet or on answer sheet.

2 pts - answer is appropriate and idiomatic

1 pt - answer is appropriate but not idiomatic

0 pts - no answer, inappropriate answer, or answer in another language*

*If student responds in another language, the teacher should give him/her a second chance, by asking "Can you say that in English?"

Sample item:

SAY What is the weather like today?

2-point responses Sunny.
It's raining.

1-point responses Sun.
Is raining.

0-point responses Yes.
I don't know.

Here are various ways first-grade students responded. How would you rate their responses? If the student's response should prompt you to ask a further question, what is it? [Note: Please read the full directions in the Administration Manual before completing this exercise.]

score or additional question

Alicia responded: *Clouds.* (0) (1) (2) _____

Norma responded: *Cloudy.* (0) (1) (2) _____

Miguel responded: *[shrugged]* (0) (1) (2) _____

Cesar responded: *Is weather today.* (0) (1) (2) _____

Edgar responded: *Is sunny.* (0) (1) (2) _____

Daria responded: *Hace calor.* (0) (1) (2) _____

Kim responded: *It's hot out.* (0) (1) (2) _____

Rubric for Exercise 3

3. Rating responses to TELLING A STORY task

Task: Telling a Story

Test: Speaking

Levels: Red (K-1), Blue (2-3)

Task Description: student looks at a sequence of pictures and tells “what happens”

Rating: teacher rates the student’s overall oral response in terms of fluency, pronunciation, grammar, and vocabulary (4 points each)

Scoring Rubric

(excerpted from Administration Manual)

1. Fluency

- 0 pts: Doesn’t or can’t respond.
- 1 pt: Responds poorly; one- or two-word answers; is severely hampered by lack of English vocabulary.
- 2 pts: Responds in limited fashion, with hesitant answers, restricted vocabulary.
- 3 pts: Shows some fluency and facility with English in spite of mistakes.
- 4 pts: Speaks at a pace and with a facility comparable to a native-speaking student in same grade.

2. Pronunciation

- 0 pts: Doesn’t or can’t respond.
- 1 pt: Cannot be understood in English.
- 2 pts: Can be understood but with difficulty; much interference from primary language.
- 3 pts: Can be generally understood, though some words are mispronounced.
- 4 pts: Can be easily understood; may have a slight accent.

3. Grammar

- 0 pts: Doesn’t or can’t respond.
- 1 pt: Has little concept of English syntax, making comprehension difficult/impossible.
- 2 pts: Has some knowledge of English syntax, but makes many mistakes.
- 3 pts: Makes occasional grammatical/syntactical errors; prefers to use simple sentences.
- 4 pts: Speaks English with the ability of a typical native-speaking student in same grade.

4. Vocabulary

- 0 pts: Doesn’t or can’t respond.
- 1 pt: Is so limited in vocabulary that cannot really converse in English.
- 2 pts: Is difficult to understand because of limited vocabulary.
- 3 pts: Is better able to be understood, though sometimes can’t find the appropriate word.
- 4 pts: Demonstrates English vocabulary similar to a typical native-speaking student in same grade.

Exercise 3

SAY Look at these pictures. They tell a story.
(Pause while student looks at the pictures.)

SAY Look at the first picture. (Point.) A boy is leaving his house in the morning. He has a bookbag on his back. His mother is waving goodbye. Now look at the second picture. (Point.) Tell me what is happening. Use your best English.

Point to the third picture.

SAY What happens next?

Continue through all the pictures. If you are not getting a sufficient response, try other prompts such as “What else?” After the last picture, ask an additional question: **Then what happened?**

Immediately after listening to the student’s storytelling, rate the oral production by marking the appropriate bubble under Fluency, Pronunciation, Grammar, and Vocabulary.

*Instructions from Red Administration Manual
& Test Booklet*

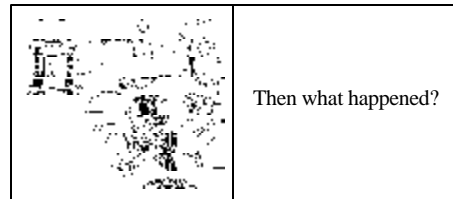
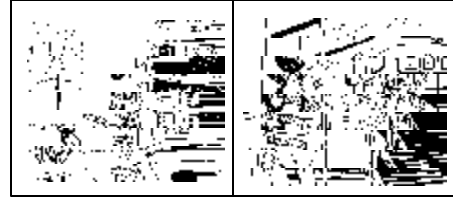
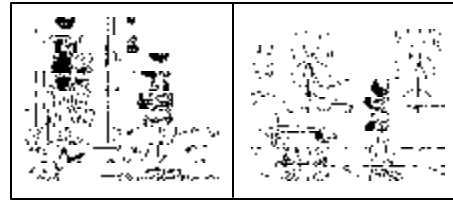


Illustration from Red Pictures Booklet

Sample transcribed responses from first-grade ELLs:

Renaldo: *Um...dog...I dunno.*

<u>Dimension</u>	<u>Rating</u>	<u>Explanation</u>
Fluency	0	unable to respond
Pronunciation	0	unable to respond
Grammar	0	unable to respond
Vocabulary	0	unable to respond

Jesica: *Dog...The boy say, “Go the house.”...Um...He going...the boy...*

Fluency	1	severely hampered by lack of Eng vocab
Pronunciation	4	all words were easily understood
Grammar	1	little knowledge demonstrated
Vocabulary	1	shows very limited English vocabulary

Paolino: *He’s goin’ to the...the school. He go to the...um...[indecipherable]. He seat [sit?]. ...There is the dok [dog]. He’s goin’ to the school.*

Fluency	1	halting response, hampered by lack of vocab
Pronunciation	2	hard to understand (<i>dog</i> sounded like <i>dok</i> , etc.)
Grammar	2	has problem with present tense (<i>go</i> , <i>sit</i>)
Vocabulary	1	shows very limited English vocabulary

Ernesto: *The dog’s walkin’. He said to the dog, “Stay there!” He gets in. The bus go.*

Fluency	3	spoke easily in spite of some mistakes
Pronunciation	4	all words were easily understood
Grammar	3	inconsistent noun/verb agreement
Vocabulary	3	has somewhat limited English vocabulary

Santana: *His dog is following him. He says, “Stay!” He goes to the bus. The dog stays. He went to school. The dog was sad.*

Fluency	4	spoke easily with pace of native 2nd grader
Pronunciation	4	all words were easily understood
Grammar	4	inconsistent verb tenses are acceptable at this grade level
Vocabulary	4	had ample vocabulary to express his ideas

Exercise 3

Below are the transcribed responses of some other first-grade students. How would you score them? Refer to the rubric on page 5 and the sample rated responses on page 6.

(Note: We have omitted the Pronunciation dimension here since you can't rate responses on that dimension without hearing them. Fluency is also somewhat difficult to assess from a transcription, since it is partly based on pace. We have tried to give a sense of the speaker's pace by indicating lengthy pauses with "...".)

	<i>Dimension</i>	<i>Score</i>				
<u>Yesenia:</u> <i>A dog is...The boy go away...He climb the bus...Is crying the dog. Dog not want say good-bye.</i>	Fluency	0	1	2	3	4
	Grammar	0	1	2	3	4
	Vocabulary	0	1	2	3	4

<u>Daria:</u> <i>He's walking and there's a dog behind him. He tell the dog to stay and he go to the school bus. He came inside. Then the dog stay—like, um—sitting down. And then the bus leaves. And then they go to school.</i>	Fluency	0	1	2	3	4
	Grammar	0	1	2	3	4
	Vocabulary	0	1	2	3	4

<u>Alex:</u> <i>Is...um...go the school. The boy he say "no go" the dog...The boy in the bus...The dog...</i>	Fluency	0	1	2	3	4
	Grammar	0	1	2	3	4
	Vocabulary	0	1	2	3	4

<u>Rafael:</u> <i>The dog is following him. He said, "Stay. Stay home." He get in...in the bus. He stand right there looking at the bus. Then the bus go.</i>	Fluency	0	1	2	3	4
	Grammar	0	1	2	3	4
	Vocabulary	0	1	2	3	4

NOTES: After comparing my scores to those in the back of the booklet I find that:

I tend to rate TOO HIGH on the following dimensions: _____

I tend to rate TOO LOW on the following dimensions: _____

Answers to Exercises

Exercise 1

<i>student</i>	<i>score</i>	<i>additional question</i>	<i>explanation</i>
David	Y		correct answer
Omar		What is it called in English?	score only after giving student a reminder to answer in English
Deidre	N		unable to answer
Tran		Be more specific. What <i>kind</i> of clothes?	score only after giving student a chance to be more specific
Yulia	N		unable to answer
Mahmud	Y		synonyms are acceptable; <i>coats</i> is a generic term that often includes jackets

Exercise 2

<i>student</i>	<i>score</i>	<i>additional question</i>	<i>explanation</i>
Alicia	1		appropriate but not idiomatic
Norma	2		appropriate and idiomatic
Miguel	0		unable to answer
Cesar	0		inappropriate answer (i.e., did not answer the question)
Edgar	1		appropriate but not idiomatic (missing “It”)
Daria		Can you say that in English?	
Kim	2		appropriate and idiomatic

Exercise 3

<i>student</i>	<i>dimension</i>	<i>score</i>	<i>explanation</i>
Yesenia	fluency	2	halting response; hampered by vocabulary & syntax problems
	grammar	2	has problems with present tense (<i>boy go, he climb</i>) & negation (<i>not want</i>)
	vocabulary	2	shows limited English vocabulary
Daria	fluency	4	spoke easily in spite of some mistakes
	grammar	2	at times has problems with the present tense (<i>he go, the dog stay</i>)
	vocabulary	4	had ample vocabulary to express ideas
Alex	fluency	1	halting response; severely hampered by lack of English vocabulary
	grammar	1	little knowledge of English syntax demonstrated
	vocabulary	1	shows very limited English vocabulary
Rafael	fluency	4	spoke easily in spite of some mistakes
	grammar	2	has problems with the present tense (<i>he get in, he stand, the bus go</i>)
	vocabulary	4	had ample vocabulary to express ideas

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**MISSOURI'S ASSESSMENT OF
ENGLISH LANGUAGE LEARNING**

Training Exercises

**Practice in Rating
Open-ended Items from
MAC II Speaking Tests**

**ORANGE,
IVORY AND
TAN LEVELS**

⇒ **grades 4-12**

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Exercise 2: Rating responses to Asking Social Questions task	4
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Answers to exercises	8

How to use these practice exercises

These practice exercises are meant to give teachers advance practice in rating the open-ended items on the Speaking tests of the Orange, Ivory, and Tan Level MAC II Test of English Language Proficiency.

Before completing a particular exercise, read through the directions for that task in the administration manual for the test form you will be using.

Test Level	Grades	Relevant Exercises
Orange	4-5	1, 2, 3
Ivory	6-8	1, 2, 3
Tan	9-12	1, 2, 3

After completing a particular exercise, compare your scores to those in the back of the booklet, on page 8. Discuss any scoring questions with fellow teachers or with your Test Coordinator.

Exercise 1

1. Rating responses to ANSWERING QUESTIONS task

Task: Answering Questions

Test: Speaking

Levels: Orange, Ivory, Tan

Task Description: Student responds orally to teacher's question.

Rating: Teacher marks 0, 1, or 2-point bubble on answer sheet.

2 pts - answer is appropriate, idiomatic, and a complete sentence*.

1 pt - answer is appropriate but not idiomatic, or not a complete sentence.

0 pts - no answer, inappropriate answer, or answer in another language**.

*At Orange, Ivory & Tan levels, to get full 2 points, answer must be a complete sentence.

**If student responds in another language or not in a complete sentence, the teacher should give him/her a second chance, by asking "Can you say that in English?" or "Can you say that in a complete sentence?"

Sample item:

SAY What time do you usually get up in the morning?

2-point responses I get up at six o'clock.
I get up at different times.

1-point responses Six o'clock.
I up at seven.

0-point responses Sometimes.
I don't understand.

Here are various ways students responded. How would you rate their responses? If the student's response should prompt you to ask a further question, what is it? [Note: Please read the full directions in the Administration Manual before completing this scoring exercise.]

score or additional question

Luis responded: *I get up six o'clock.* (0) (1) (2) _____

Zaida responded: *I get up at seven.* (0) (1) (2) _____

Victor responded: *I don't understand.* (0) (1) (2) _____

Edgar responded: *Up six o'clock* (0) (1) (2) _____

Gloria responded: *A las seis.* (0) (1) (2) _____

Uriel responded: *Yes, I do.* (0) (1) (2) _____

Corina responded: *Seven thirty.* (0) (1) (2) _____

Exercise 2

2. Rating responses to ASKING SOCIAL QUESTIONS task

Task: Asking Social Questions

Test: Speaking

Levels: Orange, Ivory, Tan

Task Description: Teacher describes a social situation; student formulates a question.

Rating: Teacher marks 0, 1, or 2-point bubble on answer sheet.

2 pts - question is appropriate and idiomatic.

1 pt - question is appropriate but not idiomatic.

0 pts - no question, or does not ask for the appropriate information.

Note: If the student responds with an indirect question ("I would ask her if..."), say "What would you say directly to the person?" or "Pretend I am the person. What would you say to me?"

Sample item:

SAY Your friend Marcos is coming over to your house on Saturday, but you don't know what time to expect him. What question could you ask Marcos?

2-point responses When are you coming over to my house?
What time are you coming?

1-point responses When you come my house?
What time you come?

0-point responses Come my house.
I don't know.

Here are various ways students responded. How would you rate their responses? If the student's response should prompt you to ask a further question, what is it?

score or additional question

Juan said: *What time you coming?* (0) (1) (2) _____

Araceli said: *You come, yes?* (0) (1) (2) _____

Mai said: *I will ask when he is coming.* (0) (1) (2) _____

Elena said: *When are you coming?* (0) (1) (2) _____

Exercise 3

3. Rating responses to TELLING A STORY task

Task: Telling a Story

Test: Speaking

Levels: Orange, Ivory, Tan

Task Description: student looks at a sequence of pictures and tells “what happens”

Rating: teacher rates the student’s overall oral response in terms of fluency, pronunciation, grammar, and vocabulary (4 points each)

Scoring rubric for storytelling task (excerpted from Administration Manual)

1. Fluency

- 0 pts: Doesn’t or can’t respond.
- 1 pt: Responds poorly; one- or two-word answers; is severely hampered by lack of English vocabulary.
- 2 pts: Responds in limited fashion, with hesitant answers, restricted vocabulary.
- 3 pts: Shows some fluency and facility with English in spite of mistakes.
- 4 pts: Speaks at a pace and with a facility comparable to a native-speaking student in same grade.

2. Pronunciation

- 0 pts: Doesn’t or can’t respond.
- 1 pt: Cannot be understood in English.
- 2 pts: Can be understood but with difficulty; much interference from primary language.
- 3 pts: Can be generally understood, though some words are mispronounced.
- 4 pts: Can be easily understood; may have a slight accent.

3. Grammar

- 0 pts: Doesn’t or can’t respond.
- 1 pt: Has little concept of English syntax, making comprehension difficult/impossible.
- 2 pts: Has some knowledge of English syntax, but makes many mistakes.
- 3 pts: Makes occasional grammatical/syntactical errors; prefers to use simple sentences.
- 4 pts: Speaks English with the ability of a typical native-speaking student in same grade.

4. Vocabulary

- 0 pts: Doesn’t or can’t respond.
- 1 pt: Is so limited in vocabulary that cannot really converse in English.
- 2 pts: Is difficult to understand because of limited vocabulary.
- 3 pts: Is better able to be understood, though sometimes can’t find the appropriate word.
- 4 pts: Demonstrates English vocabulary similar to a typical native-speaking student in same grade.

Exercise 3

SAY **Look at these pictures. They tell a story.**
(Pause while student looks at the pictures.)

SAY **Look at the first picture. (Point.) Two boys are playing ball. Their dog is watching. Look at the second picture. (Point.) Tell me what is happening. Use the best English you can.**

Point to the third picture.

SAY **What happens next?**

Continue through all the pictures. (Note: pictures are left-to-right, then down.) If you are not getting a sufficient response, try other prompts such as "What else?" After the last picture, ask an additional question: **Then what happened?**

Immediately after listening to the student's storytelling, rate the oral production by marking the appropriate bubble under Fluency, Pronunciation, Grammar, and Vocabulary.

Instructions from Administration Manual

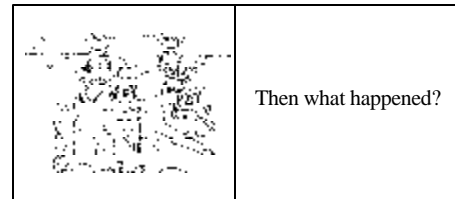
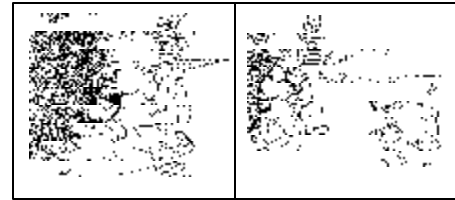
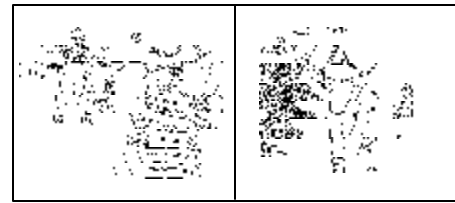


Illustration from Test Booklet

Sample transcribed responses from 4th-grade ELLs:

Maria: *Ball...um...dog...*

<u>Dimension</u>	<u>Rating</u>	<u>Explanation</u>
Fluency	0	unable to respond
Pronunciation	0	unable to respond
Grammar	0	unable to respond
Vocabulary	0	unable to respond

Cesar: *Da [The] little boy trying...da ball. He lost it. He feel...he feel sad. He dok [dog] found it. He bringing it...um...He touching it. Play again.*

Fluency	1	severely hampered by vocab & syntax
Pronunciation	2	some words were hard to understand
Grammar	2	has problems with present tense (<i>feel</i>) and present progressive (missing <i>is</i>)
Vocabulary	1	shows very limited English vocabulary

Norma: *The boy wants to grab the ball. The ball goes to the...leaf. The dog grabs the ball. And he's gonna give the ball to the children. The children...like...thank you for getting the ball. They will play with the dog.*

Fluency	3	spoke fairly easily with some hesitation to think up words
Pronunciation	4	all words were easily understood
Grammar	4	has problem with present tense (<i>go, sit</i>)
Vocabulary	2	substitutes words to make up for lack of vocabulary (e.g., <i>grab</i> for <i>catch</i> and <i>leaf</i> for <i>bush</i>)

Miguel: *The boy is trying to catch the ball. He didn't...the boy didn't catch the ball, and it went in the bushes. The dog finds the ball. They thank the dog. Maybe they will start playing again.*

Fluency	4	spoke easily with pace of native 4th grader
Pronunciation	4	all words were easily understood
Grammar	4	no verb problems
Vocabulary	4	had ample vocabulary to express his ideas

Exercise 3

Below are the transcribed responses of some other 4th-grade students. How would you rate them? Refer to the rubric on page 5 and the sample rated responses on page 6.

(Note: We have omitted the Pronunciation dimension here since you can't rate responses on that dimension without hearing them. Fluency is also somewhat difficult to assess from a transcription, since it is partly based on pace. We have tried to give a sense of the speaker's pace by indicating lengthy pauses with "...".)

	<i>Dimension</i>	<i>Score</i>				
<u>Kenya:</u> <i>The boy...um...boy catch the ball. He don't know where is the ball...The dog...he bring the ball. The boys is happy...um...The boys keep play.</i>	Fluency	0	1	2	3	4
	Grammar	0	1	2	3	4
	Vocabulary	0	1	2	3	4
<u>Salvador:</u> <i>The kid wants to...um...catch the ball. They looking for the ball. They looking at the dog when the dog catch...carry the ball. The kids petting the dog. He is very happy and he never throw the ball faster again.</i>	Fluency	0	1	2	3	4
	Grammar	0	1	2	3	4
	Vocabulary	0	1	2	3	4
<u>Carmen:</u> <i>Is play ball...boy look ball...happy dog...is play more.</i>	Fluency	0	1	2	3	4
	Grammar	0	1	2	3	4
	Vocabulary	0	1	2	3	4
<u>Pedro:</u> <i>The kid is gonna catch the ball. He didn't catch it so it fell under the bushes, and he couldn't find it. The dog found it first. They, they're happy 'cause he found the ball. They're going home.</i>	Fluency	0	1	2	3	4
	Grammar	0	1	2	3	4
	Vocabulary	0	1	2	3	4

NOTES: After comparing my scores to those in the back of the booklet I find that:

I tend to rate TOO HIGH on the following dimensions: _____

I tend to rate TOO LOW on the following dimensions: _____

Answers to Exercises

Exercise 1

<i>student</i>	<i>score</i>	<i>additional question</i>	<i>explanation</i>
Luis	1		appropriate but not idiomatic (missing “at”)
Zaida	2		appropriate and idiomatic
Victor	0		unable to answer
Edgar	1		appropriate (i.e. answered question) but not idiomatic
Gloria		Can you say that in English?	score only after giving student a reminder to answer in English
Uriel	0		inappropriate answer (i.e. did not answer the question)
Corina		Can you say that in a complete sentence?	score only after giving student a second chance to answer in a complete sentence

Exercise 2

<i>student</i>	<i>score</i>	<i>additional question</i>	<i>explanation</i>
Juan	1		appropriate but not idiomatic (missing “are”)
Araceli	0		not appropriate (does not ask for required information)
Mai		Ask a direct question. What would you say to Marcos?	score only after reminding student to phrase as a question
Elena	2		appropriate and idiomatic

Exercise 3

<i>student</i>	<i>dimension</i>	<i>score</i>	<i>explanation</i>
Kenya	fluency	2	halting response
	grammar	2	multiple verb problems (<i>boy catch, he don't, keep play</i>)
	vocabulary	2	shows limited English vocabulary
Salvador	fluency	3	shows fluency in spite of some mistakes
	grammar	2	several verb problems (<i>they looking, he throw</i>)
	vocabulary	3	has moderate vocabulary though doesn't always use words correctly
Carmen	fluency	1	halting response; severely hampered by lack of English vocabulary
	grammar	1	little knowledge of English syntax demonstrated
	vocabulary	1	shows very limited English vocabulary
Pedro	fluency	4	spoke easily
	grammar	4	no verb problems
	vocabulary	4	had ample vocabulary to express ideas